



2019-2020 PRINCIPAL PREPARATION GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID [REDACTED]

Authorizing legislation

ESEA, as amended by P.L. 114-95, ESSA Title II, Part A

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

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TEXAS EDUCATION AGENCY
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Grant period from **January 1, 2019 - June 30, 2020**

☒ Pre-award costs are not permitted.

Required Attachments

Attachment 1: *Leverage Leadership Readiness Assessment*

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization **LIFESCHOOL OF DALLAS** CDN **057807** Vendor ID **75-2722521** ESC **10** DUNS **175886261**
Address **132 EAST OVILLA RD, SUITE A** City **RED OAK** ZIP **75154** Phone **469-850-5433**
Primary Contact **Matthew Slay** Email **matthew.slay@lifeschools.net** Phone **469-850-5433**
Secondary Contact **Lani Norman** Email **lani.norman@lifeschools.net** Phone **469-850-5433**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Jennifer Wilson**

Title **Chief Culture Officer**

Email **jennifer.wilson@lifeschools.net**

Phone **469-850-5433**

Signature

J. Wilson

Date **11/12/2018**

Grant Writer Name **Matthew Slay**

Signature

Matthew Slay

Date **11/12/2018**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

701-18-105-040

Shared Services Arrangements

X SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

| Quantifiable Need | Plan for Addressing Need |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Life School needs to improve the ethnic diversity of campus administration to better mirror the diversity of the student population. | Improve the campus administration's ethnic diversity to better mirror student population by creating a strategic internal recruitment process that targets high potential residency candidates from identified populations that align with student demographics. Work with selected EPP to ensure these candidates understand the process & requirements for the district, the university, & principal certification. |
| Life Schools has had a 19% turnover rate in campus administrative positions and has a great need for qualified campus administrators who possess the hearts and skills to carry forward Life School's mission. | Life School will collaborate with the EPP to develop a dynamic residency program that fully aligns the Life School mission, vision and values with the EPP coursework and the new principal as instructional leader competencies/pillars and fully prepares residents for the 268 and PASL certification exams. |
| Life School has a unique and rich district culture and educational philosophy. Life School needs and can better ensure the quality and speed of impact of administrative candidates by hiring from within. | Life School will collaborate with a university EPP to develop a seamless and unified model between the district leadership academy and the university coursework for the Life School cohort to provide residents with a strong philosophical/theoretical foundation and authentic experiences. |

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Life School will strategically select a cohort of 8 high-potential participants (targeted to mirror student demographics). 100% will successfully complete a rigorous, authentic residency program aligned with the Life School mission, vision and values and the TEA Principal as Instructional Leader competencies/pillars offered during the 2019-2020 school year as a component of the EPP Masters of Educational Leadership. This will be measured by course performance (maintaining a 3.0 GPA or above), field supervisor observations, on-site facilitator evaluations, and, ultimately, graduation and passing the 268 and PASL exams. Doing so will produce a highly qualified pool of applicants who are fully prepared to have immediate impact as campus administrators at any Life School campus.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

By the end of the second quarter of the grant period, the cohort of participants will:

1. 100% of the participants will have successfully completed 2 summer courses maintaining at least a 3.0 GPA.
2. Participants will have completed the survey on the Texas Principal Competencies and will indicate agree (4) or strongly agree (5) on at least 40% of the items.
3. Each resident will make sufficient progress toward mastery of the selected Texas Principal Competencies as documented by the Field Supervisor Observation evaluation.
4. 100% of the residents will complete the AEL course and earn the AEL certification.
5. Each resident will make sufficient progress toward mastery of the selected Texas Principal Competencies as documented by the On-site Supervisor Observation evaluation.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

By the end of the third quarter of the grant period, the cohort of participants will:

1. 100% of the participants will have successfully completed 2 fall courses maintaining at least a 3.0 GPA.
2. Participants will have completed the survey on the Texas Principal Competencies and will indicate agree (4) or strongly agree (5) on at least 60% of the items.
3. Each resident will make sufficient progress toward mastery of the selected Texas Principal Competencies as documented by the Field Supervisor Observation evaluation.
4. 100% of the residents will participate in Gallup Strength Assessment and complete at least 2 Strengths Coaching sessions.
5. Each resident will make sufficient progress toward mastery of the selected Texas Principal Competencies as documented by the On-site Supervisor Observation evaluation.

Third-Quarter Benchmark

By the end of the third quarter of the grant period, the cohort of participants will:

1. 100% of the participants will have successfully completed 2 fall courses maintaining at least a 3.0 GPA.
2. Participants will have completed the survey on the Texas Principal Competencies and will indicate agree (4) or strongly agree (5) on at least 60% of the items.
3. Each resident will make sufficient progress toward mastery of the selected Texas Principal Competencies as documented by the Field Supervisor Observation evaluation.
4. 100% of the residents will participate in Gallup Strength Assessment and complete at least 2 Strengths Coaching sessions.
5. Each resident will make sufficient progress toward mastery of the selected Texas Principal Competencies as documented by the On-site Supervisor Observation evaluation.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Life School and EPP staff will meet a minimum of three times during the first three quarters of the project to align activities and evaluate a variety of metrics and make adjustments to better serve the residents and the needs of the district. If a resident is not making the desired progress toward mastering the Principal Competencies as measured by EPP field supervisors or the district on-site facilitator, district and EPP staff will collaborate to implement supports and interventions. If the participant is struggling with EPP coursework that could cause the student to fall below the 3.0 GPA target, EPP staff will implement immediate supports and interventions.

If residents' surveys and logs show that residents feel their experiences are not aligned with the Principal Competencies, district and EPP supervisors will meet to adjust assignments and ensure alignment.

Residents who are struggling with 268 exam practice tests will be provided with extensive interventions from the EPP to ensure their preparation for and ultimately passing the exam.

Residents will be added to the Life School campus administration candidate pool and be given multiple opportunities to interview for positions as they arise. They will also be provided interview coaching if needed.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

☒ The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.

☒ The applicant assures that the principal preparation residency is full-time and at least 1-year in length.

☒ The applicant assures that residents do not have significant classroom responsibilities.

☒ The applicant assures that residents do not hold a principal certification in the state of Texas.

☒ The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute in June 2019.

☒ The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.

☒ The applicant assures that Attachment 2: *Principal Preparation Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Preparation Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.

☒ The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to brenda.garcia@tea.texas.gov for approval.

☒ The applicant assures understanding that full grant award will not be released until TEA staff have concluded the negotiation process and verified the MOU contains all the required elements listed on page 8 of 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

Statutory/Program Requirements

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria, including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. Also, provide the plan for considering the degree to which the diversity of the residents mirrors that of the student population in the recruitment and selection strategy.

Life School will establish a recommendation process to identify high potential candidates for the residency program who:

- 1) demonstrate a track record of measurable student achievement
- 2) demonstrate strong interpersonal skill with students, parents, fellow teachers, administrators, and the community
- 3) have received positive teacher appraisals for at least two years
- 4) demonstrate that they possess a growth mindset for themselves, students and other teachers
- 5) vivify the life school mission, vision and values
- 6) demonstrate the desire and capacity to be a servant leader with influence
- 7) responds positively to administrator observation and feedback
- 8) demonstrates proper use of data and strong problem-solving skills.

The ethnic diversity of the 8-resident cohort will mirror the Life School student population. The current student ethnicity is: African American 46.7%, Hispanic 34.9%, White 14.3%, American Indian 0.3%, Asian 0.7%, Pacific Islander 0.1%, and Two or more races 3.1%.

To accomplish selection process, each principal will identify and recommend at least two candidates who match the criteria above. An informational meeting with both Life School and EPP representatives will be set to explain the benefits and requirements of the cohort to recommended candidates. Candidates who wish to move forward will complete a short application and agreement form. The applications and recommendations will be reviewed by a committee of Life School personnel will evaluate against the criteria above. The committee will select applicants to interview and then select the 8-member cohort ensuring that the cohort reflects the student population.

Statutory/Program Requirements

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The full residency program will be designed in full cooperation between Life School and an EPP. University courses and residency experiences are designed to enhance the growth and learning to prepare residents with the best combination of theoretical foundations and practical, real world experiences that fully align with the new principal competencies/pillars. The residency will provide a type of clinical rotation similar to a medical residency. Using the Plan, Do, Study, Act (PDSA) continuous improvement model, experiences are designed for residents to experience and practice the complete improvement cycle throughout the year.

The cycle begins with a needs assessment. During the spring of 2019 (before the residency begins), the participant will be involved in the Campus Improvement Planning process. They will be exposed to the data analysis required to determine the highest leverage needs and opportunities in the school. They will help plan solutions, PD priorities, budget, and evaluations of the plan. The resident will then help implement and evaluate the plan throughout their residency year. They will conduct an action research project focusing on one of the instructional goals of the campus plan. The resident will be the point person for that initiative and will lead the planning, implementation and evaluation of all of its phases. This experience will comprise several leadership pillars including: Strategic Problem Solving, Data Driven Decisions, Professional Development, Observation and Feedback, Communication with Stakeholders, Diversity and Equity, and Curriculum Alignment.

According to Phillip Schlechty, in a true learning organization, the directional system (Mission, Vision and Values) is the most important system. It is the foundation for the organization that compels everyone to give their very best efforts to the organization. Life School has a strong culture of that focuses on developing the leadership mindsets, skill sets, and tool sets of all of its staff and students. The district has developed a list of 15 leadership attributes or behaviors that permeate the curriculum and the interactions of staff and students starting in kindergarten. The residents will be trained to be ambassadors for this leadership culture and better prepared to lead a Life School campus. Associated with this leadership focus, Life School incorporates a Gallup Strengths into their culture. Knowing your strengths and the strengths of those around you makes working together more productive and motivating. Seeing the strengths of students, rather than just their weaknesses, builds stronger relationships and life-mentoring opportunities. Each resident will be provided with training in the Gallup Strengths, will take the Strengths assessment, and will receive Strengths Coaching from a certified Strengths Coach. (Pillar - School Vision and Culture)

Schlechty also said that the second most important system is the Recruitment and Induction System. Once you have built a strong culture, it is imperative to hire the right people who align with the beliefs of the organization. Residents will work with their on-site supervisor to learn and/or improve the recruitment, selection, hiring and retention process for the school (Pillars - Hiring/Selection/Retention and Diversity & Equity).

Statutory/Program Requirements

3. Provide a description of school actions implemented in the 2016-2017 or 2017-2018 school years; or planned for the 2019-2020 school year and beyond. Refer to page 7 of the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines for a list of school actions. Check "Not Applicable" if LEA has not implemented any school actions in the 2016-2017 or 2017-2018 school years or has no plans to implement school actions in the 2019-2020 school year and beyond.

☐ Not Applicable

a) Life School implemented the equivalent of a Transformation Office during the 2017-2018 school year, headed by the Chief Culture Officer - Jennifer Wilson. This office oversees the transformation and implementation of the mission, vision and values of the district, as well as the community engagement. This was bold step to ensure that the culture of the district was not just a slogan on the wall, but is truly an aspirational imperative.

b) Life School is opening a new elementary school in the fall of 2019 with a new staff and administration.

Statutory/Program Requirements (Cont.)

4. Provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

Life School implements a strong Data-Driven Instruction system at all campuses and all grade levels. The following is a list of areas where Life School campuses utilize data analysis consistently and on an on-going basis throughout the school year:

- 1) Common Formative Assessments
- 2) Benchmarks
- 3) Unit Assessments
- 4) State Interim Assessments on select campuses (particularly those in IR)
- 5) PLCs
- 6) Instructional coaches on every campus
- 7) Curriculum coordinator and grade-level data meetings
- 8) RTI Tier assignments and intervention analysis
- 9) Team planning (uses data to make informed decisions)
- 10) Instructional framework
- 11) Needs Assessment and Campus Planning
- 12) Weekly data meetings with instructional coaches and curriculum coordinators

5. Provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

Life School has developed its own teacher evaluation system rather than utilizing T-TESS. The LEAD system developed internally by teachers and principals allowed our staff to become intimately knowledgeable about the latest research on teacher performance evaluation systems that meets the specific needs of, and is aligned with, the district directional system and instructional models. The LEAD system includes pre- and post-observation conferences between the teacher and the appraiser, goal setting, and instructional coaching. Residents will be trained in the model and practices to become locally certified to conduct appraisals.

Instructional coaches were hired for each campus last year to provide additional instructional support for teachers. The coaches help teachers set instructional goals, implement district instructional strategies, conduct walkthrough observations to check for fidelity, provide just-in-time feedback, and professional development. Residents will shadow and participate with instructional coaches as they work with staff.

The district utilizes structured PLCs to help teachers support one another. Residents will participate and monitor PLCs.

Life School also facilitates the Instructional Rounds Process. Teachers select a problem of practice that they want to improve and campus and district administrators visit the classroom on a regular basis to provide feedback and next steps for improvement in the problem of practice. Residents will be trained and participate in the Instructional Rounds Process.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

| | | | |
|-------|--|---------|--|
| Group | | Barrier | |
| Group | | Barrier | |
| Group | | Barrier | |
| Group | | Barrier | |

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

| | |
|-------------------------------------------------------------------------------------------------|--|
| 1. LEA's student enrollment | |
| 2. Enrollment of all participating private schools | |
| 3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2) | |
| 4. Total current-year grant allocation | |
| 5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit | |
| 6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5) | |
| 7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3) | |
| LEA's total required ESSA PNP equitable services reservation (line 7 times line 2) | |

Request for Grant Funds

Number of principal residents participating in the 2019-2020 Principal Preparation Grant Program 8

Matched amount (number of principal residents participating in program x \$15,000) 120,000

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

| | |
|----------------------------------------------|---------|
| 8 residents | 358,400 |
| Stipend for 8 on-site supervising Principals | 8,000 |
| | |
| | |

PROFESSIONAL AND CONTRACTED SERVICES (6200)

| | |
|-------------------------------------------|-------|
| Gallup Strengths Coaching for 8 residents | 4,800 |
| | |
| | |

SUPPLIES AND MATERIALS (6300)

| | |
|--|--|
| | |
|--|--|

OTHER OPERATING COSTS (6400)

| | |
|-------------------------------------------------------------------------------------------|---------|
| EPP tuition for 8 residents | 166,160 |
| 268 Certification and PASL exam fees x 8 residents & Strengths Assessment for 8 residents | 5,280 |
| Travel to Conferences for 8 residents and TEA Summer Institute | 17,360 |

Total Direct Costs 560,000

Indirect Costs 0

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 560,000

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____


FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

Attachment 1: Leverage Leadership Readiness Assessment

| Leading Data Driven Culture: <i>How would you describe your team's...</i> | |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------|
| a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)? | | 4 |
| b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching? | | 3 |
| c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs? | | 3 |
| d. Use of a system for creating, implementing, and monitoring aligned lesson/curriculum materials (including "do nows", in-class independent work, and homework) that meet or exceed the rigor of the standards and end-goal assessments? | | 3 |
| e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year? | | 3 |
| f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans? | | 3 |
| g. Ability to lead interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (e.g. using monitoring tools, student work analysis, and classroom observations)? | | 3 |
| h. Ability to hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning? | | 3 |
| i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement? | | 3 |
| j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show? | | 4 |

Attachment 1: Leverage Leadership Readiness Assessment

| Leading Observation Feedback <i>How would you describe your team's...*</i> | | <div> <div>4 - Exemplary</div> <div>3 - Proficient</div> <div>2 - Foundational</div> <div>1 - Approaching</div> <div>0 - Lacking</div> </div> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------|
| a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers? | 3 | |
| b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized? | 2 | |
| c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching? | 2 | |
| d. Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development? | 4 | |
| e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice? | 3 | |
| f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions? | 3 | |
| g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)? | 3 | |
| h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development? | 2 | |
| i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements? | 3 | |
| j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"? | 0 | |